

Knutsford Multi Academy Trust Pupil Premium strategy statement 2016 - 2017

1. Summary information					
School	Knutsford Multi Academy Trust				
Academic Year	2016-17	Total PP budget	£143,055	Date of most recent PP Review	Sept 2016
Total number of pupils	1074	Number of pupils eligible for PP	167	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	41.1%	64.7%
Progress 8 score average	-0.821	0.12
Attainment 8 score average	39.03	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The barrier to improving attainment is the high numbers of students with less than 95% attendance.
B.	The barrier to improving attainment for PP students is the gap between the current levels of literacy and the requirements of the new GCSE specifications
C.	The barrier to improving attainment for PP students is the gap between the current levels of numeracy and the requirements of the new GCSE specifications
D.	The barrier to improving attainment is the ability to offer wider learning opportunities for Yr 7-10
E.	The barrier to improving attainment in some PP students is their current learning attitudes, low aspiration, engagement with education, including completion and quality of homework

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Many students get the bus from out of area: unable to attend after school for revision / catch up	
G	Parental engagement of some families is poor	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	PP attendance is in line with non PP attendance	Attendance data shows gap reduced to 0% (both above 95%)
B.	The literacy levels of PP students and in particular, those PP who also have SEND, will improve. Internal assessments in literacy based subjects will prepare students fully for linear GCSE exam. Step-up-to-English and Sound training to be provided for weakest readers. Intervention to start in Year 7.	Progress point assessments will show closing of gap. Work Scrutiny will evidence new literacy skills, including early assessment and feedback.
C.	The numeracy levels of PP students will improve, particularly in Science, Geography and other new GCSE's with increased numeracy content.	Progress point assessments will show closing of gap. Work Scrutiny will evidence new numeracy skills, including early assessment and feedback.
D.	Strategies used at KS4 to be rolled down to KS3- careers, studio input, careers information and SMSC / PSHCE all to reflect wider learning opportunities, from Year 7	PSHCE audit, Careers audit, SMSC audit, student voice.
E.	The number of sanctions for non-completion of homework is no greater than for the non-PP cohort	Demerit scores for homework for PP and nonPP
F.	The number of PP students attending revision classes will equal the number of nonPP students	There will be no gap between attendance of PP and nonPP students at after school classes
G.	Parental engagement will improve: All PP families will attend parents evenings	All PP students will have a parent / guardian attending parents evening.

5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High Quality T and L INSET and coaching	Whole school	Based on 'need'. Key areas for development are identified by Faculties based on analysis of exam data. Staff below the expected standard to be given coaching.	Staff surveys and feedback.	PKM	Jan,2016, March 2017 SEPT 2017
High Quality T and L INSET and coaching	Whole school	High quality INSET for staff to improve T and L for all staff in all Faculties.	Staff surveys and feedback.	PKM	Jan,2016, March 2017 SEPT 2017
Catch-up and Intervention	Department led	Individual and small group targeted intervention – data driven: specifically targeted at students' area of need.	Progress Point data	Heads of Faculty	After each progress point (6 times a year), and SEPT 2017
Key Stage 3 Interventions for students with the lowest scores for English and Maths.	Speech and Language therapy, Catch-up English, Catch-up Maths	All strategies are 1 to 1 and small groups. Impact measured before and after to demonstrate progress.	Pre and post intervention data (eg WRAT tests)	MMY and SRY	December 2016, April 2016 and SEPT 2017
Total budgeted cost					48,175.00
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved grade in the subject	Private tutoring, revision classes, study groups	Targeted revision based on weakness demonstrated in assessments	Monitor impact by measurement of pre and post intervention data	Heads of Faculty	December 2016, April 2016 and SEPT 2017
Improved grades	Additional staffing for small group work in core subjects	Gap analysis used to target intervention.	Monitor impact by measurement of pre and post intervention data	Heads of Faculty	December 2016, April 2016 and SEPT 2017
Total budgeted cost					£50,335
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve parental engagement	More contact home. Parents telephoned before all school events to invite them to event. Taxi provided where necessary	Previous Heads of Year have used this approach successfully. It is therefore now rolled out whole school	Monitor attendance at all parents evenings	CLH / Heads of Faculty	After each parents evening and SEPT 2017
Provide wider learning opportunities for all year groups	Ensure all years have high quality information and guidance on careers, apprenticeships, job market, the studio school. Part pay for trips. Pay for 0.6 careers advisor. Laptops provided for some students; residential trips and visits to be paid for for PP	This is effective when used in KS4. We will roll this down to KS3 to have the same impact	Observations by Head of PSHCE, SLT	JWR	December 2016, April 2016 and SEPT 2017

	students. Music tuition paid for.				
Ensure there is no gap between completion rates of homework for PP and nonPP students	Heads of year to monitor merits and demerits. Information to go to Form tutors weekly to share with students	Trialled the approach and this works well	Observations of form time by Heads of Year. CLH to receive fortnightly reports from SHD	JWR / CLH / Heads of Year / tutors	Fortnightly, termly and SEPT 2017
Total budgeted cost					£44,545

Review of Impact of expenditure

2017 Year 11 Leavers – COLLEGE ONLY

Source: DfE Provisional 2017 Data/ **School's own data**

2017 Cohort	All Pupils	Upper %	Middle %	Lower %	Not known	Coverage for P8
Non Pupil Premium	116	57%	37%	1%	5%	95%
Pupil Premium	22	41%	45%	9%	5%	95%

2017 Cohort	All Pupils		Upper	Middle	Lower
	Non	PP	All	All	All
7-9 in English & Maths GCSE	17%	4.5%	25%	2%	0%
5-9 in English & Maths GCSE	67.2%	32%	87%	70%	0%
4-9 in English & Maths GCSE	87.9%	59%	93%	81%	33%
Ebacc (% entered)	56.9%	54.5%	59%	55%	0%
Attainment 8	54.81	40.59	59.93	43.47	17.67

2017 Cohort	All Pupils		Upper	Middle	Lower
	Non	PP	All	All	All
P8 Score	0.24	-0.84	0.06	0.10	-0.65
English Element	0.55	-0.51	0.26	0.62	-0.81
Maths Element	0.36	-0.46	0.35	0.10	-0.59

Ebacc Element	0.5	-0.56	0.3	0.39	0.16
Open Element	-0.32	-1.61	-0.49	-0.52	-1.40

Note : Amended data published by DfE end January 2018

Source: Raise on line validated Data 2016 and DfE 2017 provisional data

Attendance Data	2014-15	2015-16	Impact	2016-17	Impact
All Pupils	93.8%	95.8%	+2	96%	+0.2
Disadvantaged	90.6	92.8%	+2.2	Official figures not yet available	Official figures not yet available
In school gap	-3.2	-3	+0.2	Official figures not yet available	Official figures not yet available

2017 Year 11 Leavers – STUDIO ONLY

Source: DfE Provisional 2017 Data/School own data

2017 Cohort	All Pupils	Upper %	Middle %	Lower %	Not known	Coverage for P8
Non Pupil Premium	27	8	12	4	3	89%
Pupil Premium	5	1	4	0	0	100%

2017 Cohort	All Pupils	Upper	Middle	Lower
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	Non	PP	All	All	All
7-9 in English & Maths GCSE	0%	0%	0%	0%	0%
5-9 in English & Maths GCSE	8%	0%	76%	6%	0
4-9 in English & Maths GCSE	31%	40%	92%	25%	0
Ebacc (% entered)	8%	14%	22%	6%	0%
Attainment 8	29.54	38.2	45.6	29.03	16.44

2017 Cohort	All Pupils		Upper	Middle	Lower
	Non	PP	All	All	All
P8 Score	-1.26	-0.43	-1.32	-1.09	-0.79
English Element	-0.90	0.36	-0.59	-0.79	-0.45
Maths Element	-0.73	-0.65	-1.58	-0.48	0.3
Ebacc Element	-1.62	-0.92	-1.376	-1.44	-1.16
Open Element	-1.51	-0.34	-1.2	-1.34	-1.38

Note : Amended data published by DfE end January 2018

Source: Raise on line validated Data 2016 and DfE 2017 provisional data

Attendance Data	2014-15	2015-16	2016-17	Impact
All Pupils		91.4%	89.6%	-1.8
Disadvantaged		86.1%	Official figures not yet available	Official figures not yet available
In school gap		-5.3	Official figures not yet available	Official figures not yet available

First GCSE cohort 2016 for Studio

